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ABSTRACT

In 1983, the Illinois Community College Board (ICCB) established a systemwide program review process calling for the evaluation of instructional programs and student and academic support services on a 5-year cycle. This report describes the 1993 program review process and its results, and provides examples of how specific colleges use the review process to strengthen programs and services. An introduction indicates that Illinois community colleges reviewed a total of 613 occupational, 168 academic, 10 adult education, 81 student and academic support, and 44 other programs in the 1993 review process. The next section of the report examines program review efforts and outcomes for occupational programs, with separate sections examining programs in business, consumer services, engineering-related programs, health (dental and diagnostic), home and institutional services, technical writing, protective services, and construction trades. This section indicates that the review of occupational programs resulted in improvements to 550 programs, while 36 were identified for withdrawal. Next, the report examines program review outcomes for academic disciplines, including communications, humanities and fine arts, foreign languages, social and behavioral science, math, and physical and life sciences. The following two sections describe review activities and outcomes for adult education and academic and student support services. Finally, tables are provided of programs reviewed in each area for each college and programs discontinued by college. (PAA)

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Illinois Community College Board

REPORT ON COMMUNITY COLLEGE PROGRAM REVIEW FISCAL YEAR 1993

Education in America has embarked on a search for quality. Discussions on the definition, measurement, and application of quality are being conducted nationally, statewide, and at the local level. In Illinois alone, numerous initiatives have been enacted to address issues of quality. In March 1992, the Illinois Community College Board adopted a "Plan for the Implementation of Educational Guarantees" to show the system's dedication to providing exemplary programs. One year later, 35 of the 40 community college districts were participating in pilot testing the guarantees. In January 1993, the Illinois Board of Higher Education, the Illinois Community College Board, and the Illinois Transfer Coordinators established the Illinois Articulation Initiative, a combined endeavor to improve the quality of the transfer process for all Illinois students. In March 1993, the Illinois Community College Board adopted an inventory of state-level accountability measures to record the performance and effectiveness of the state's community colleges. In September 1993, a report was released documenting the system's efforts in the areas of Accountability and Priorities, Quality, and Productivity (PQP). "Vision 2000," an ICCB leadership conference held in December 1993, focused on goals of quality, accountability, and effectiveness for the system for the year 2000. The strategic plan presented at this conference was the culmination of recommendations from community college personnel and from residents and community leaders through 13 regional town meetings. In January 1994, the ICCB will invite applications to be submitted for the third annual accountability awards. These examples center around a fundamental purpose: to establish benchmarks of quality, assess our effectiveness, and work toward continual improvement. The diversity of students, new concepts in teaching and learning, technological advancements, the changing nature of work and our workforce, and the transformation to a global economy challenge colleges toward goals of accountability and institutional effectiveness. Student success must be foremost, despite shrinking resources. While the task seems overwhelming, a process exists to enable colleges to make critical determinations about programs and services and respond to such challenges.

In 1983, the Illinois Community College Board had the foresight to institute a means to assist colleges in their pursuit of quality. A systemwide program review process was developed which established requirements for a systematic and collegewide evaluation of instructional programs and student and academic support services on a five-year cycle. The process provides a basis for program improvements, modifications, or eliminations. Considerable energy is expended over weeks and often months by personnel from the programs and services involved. Their goal is to determine whether a college's offerings are of high quality, relevant, and cost-effective. Problem areas are identified and remedies are sought. Many improvements result from the process; however, seriously deficient programs are discontinued through a local decision-making process. The purpose of this report is to describe the program review process and provide examples which illustrate how community colleges use it to strengthen programs and services.

During the fiscal year 1993 program review process, community colleges reported reviewing a total of 613 occupational, 168 academic, 10 adult education, 81 student and academic support, and 44 other programs. A breakdown of this information by college appears in Table 1. The program review of occupational programs resulted in improvements to 550 programs. Thirty-six or 6 percent of the 613 programs were identified for withdrawal. Colleges examined the strengths and weaknesses of programs, analyzed whether programs fit within the scope of the institution's mission, and developed ways to enrich the teaching and learning process. They sought to determine whether programs could be improved through technological enhancements and researched funding sources for needed changes. The answers which emerged were used by many colleges to address initiatives on Accountability and Priorities, Quality and Productivity (PQP) by the Illinois Community College Board and the Illinois Board of Higher Education.

Occupational Program Review

Table 2 summarizes the results of occupational program review at each community college within the system. Programs which were continued with minor improvements were high demand, cost-effective, and of high quality. Programs which were modified significantly were identified as requiring major changes to better address student or employer needs. Programs scheduled for additional monitoring and review are those in which serious concerns surfaced, the most common being low enrollment. Colleges will develop methods to improve these programs and will monitor them during the coming year. These efforts will culminate in a decision to further improve, modify, or discontinue.

Table 3 displays curricula which colleges identified for elimination through the program review process for fiscal year 1993. These eliminations occur because of program consolidation, changes in employment demand, technological shifts, low enrollments, excessively high costs, or lack of faculty/staff resources.

The state level analysis of occupational program review concentrates on nine broad program areas which were included in a follow-up survey of occupational graduates from all 49 Illinois community colleges in fiscal year 1992. This standardized survey is used annually to ascertain students' attendance objectives, educational status, employment status, salaries, employment start-up, geographic locations of employment, satisfaction with employment, and various other components related to their program of study. The survey is sent to graduates approximately six to nine months following graduation. Results are tabulated in a report to the system. In addition to pointing out levels of satisfaction by former graduates, aggregate data suggest directions for colleges to move in order to improve programs. For example, if a large number of students are continuing their education, colleges will want to strengthen articulation agreements with senior institutions. If a significant number of completers are unemployed or are not employed in a related occupation, college advisory committees may need to play a greater role in establishing the curriculum for that program. If a majority of graduates indicate low levels of satisfaction with career counseling, colleges will need to improve access and information in this area. This type of information can be very beneficial as colleges evaluate the need, cost effectiveness and quality of these programs during program review the following year and establish action plans for program improvement or elimination.

The list of programs included in this year's analysis appear below.

BROAD PROGRAM AREA	Specific Program Area	CIP Code
BUSINESS	Administrative/Secretarial	5204
CONSUMER SERVICE	Cosmetology	1204
ENGINEERING-RELATED	Civil Engineering Technology	1502
HEALTH	Dental	5106
	Diagnostic	5109
HOME & INSTITUTIONAL SERVICES	Food Worker	2004
	Culinary	1205
TECHNICAL WRITING	Technical Writing	2311
PROTECTIVE SERVICES	Fire Protection	4302
	Civil Defense	4303
CONSTRUCTION TRADES	Miscellaneous Construction	4604

In addition to program review summary report submissions, colleges were asked to respond to questions relating to specific programs by the Illinois Community College Board and the Illinois Board of Higher Education. Answers to focused questions provide a local perspective and are used by the ICCB and the IBHE to make recommendations and direct policy from the state level. The questions and responses are noted in the programmatic analysis which follows.

BUSINESS: Administrative/Secretarial

Number of Colleges Reviewing: **29**	Number improved: 144
Number of Programs Reviewed: **144**	Number discontinued: 0
	Number scheduled for further review: 0

The ICCB and the IBHE chose administrative/secretarial programs as an area targeted for focused questions. Information provided by the Illinois Occupational Information Coordinating Committee in the state resource, *HORIZONS*, indicates that applicants with specialized skills fare better in obtaining employment than those with general skills. Colleges were asked to describe what efforts are made to inform students of the enhanced employment opportunities for persons with more focused secretarial skills. Secondly, input was requested on the extent to which students pursue general versus specialized secretarial training.

Colleges responded that various means are utilized to inform students about specialized certificate and degree options. Guest speakers in introductory courses, career days, program brochures, the college catalog, agency referrals, and faculty advisement sessions are examples used by all colleges. Numerous innovative opportunities also are available to students. For instance, at John Wood Community College, students may accompany instructors on internship

visits to observe specialized work activities at actual job sites. This enables them to make a more informed decision about the internship experience that best suits their needs.

Colleges theorized that many students are cognizant of the advantages offered to those with more specialized skills. Four out of every five colleges reported that students are more likely to enroll in specialized program options. The most common specializations are medical secretary, legal secretary, executive secretary, and information processor.

Business classes are a popular choice of students; yet there were 25 administrative and secretarial low enrollment programs in fiscal years 1991 and 1992 in the CIP code category included in this survey. The explanation for this is found in a review of reasons students give for attending college. When questioned as to their intent, some students respond that they plan to obtain a degree or certificate. Others simply wish to upgrade their skills by taking a few courses. Still others enroll for personal enjoyment. In the case of business training, colleges have found that many enrolling students do not intend to complete degrees. For example, Wilbur Wright College reported enrollment in administrative/secretarial programs has declined; however, course enrollment remains constant. At the College of DuPage, 83 percent of the students responding to the follow-up survey took courses to advance in their career or improve skills. Joliet Junior College reported declines in degree enrollments, although enrollment in specialized certificates is growing.

Program review reports cited examples of how colleges plan to improve their business programs. Several colleges opted to return to traditional classroom settings from individualized business courses. Waubonsee Community College identified open lab/individualized instruction as a high-cost factor which prompted the change. Courses with low enrollments will be offered less often. The seven colleges in the City Colleges of Chicago district completed a revision of the entire secretarial curriculum. The new program is more contemporary, relevant, and better articulated. Faculty at Olive-Harvey College developed a common exam and procedures to administer it to all typing classes. Input from a temporary service agency has enabled Prairie State College to determine what specialized skills are needed by local employers and what placement opportunities are available.

CONSUMER SERVICES: Cosmetology

Number of Colleges Reviewing: **13**	Number improved: 14
Number of Programs Reviewed: **16**	Number discontinued: 2
	Number scheduled for further review: 0

Community colleges may elect to house a cosmetology program on campus or contract with a private accredited trade school. In the former case, the college is responsible for all operating costs, such as faculty salaries, providing facilities, maintenance, equipment, and various student services. In contrast, institutions may contract for training with a private cosmetology vocational school if this results in lower operating costs and still provides quality training. Students are afforded the advantage of receiving instruction at community college rates, rather than at the higher private school rate. Degrees or certificates are awarded by the community college. In

either situation, the program must be approved in accordance with ICCB rules. Evidence of program need, cost-effectiveness, and quality must be present. All programs, whether contractual or not, must be reviewed on the same basis to assure the program's effectiveness. Program continuation depends on the outcome of such reviews.

Focused questions were posed to community colleges with cosmetology programs to obtain input regarding data shown in the state occupational follow-up study report. Cosmetology graduates employed full-time earned the lowest average salaries ($5.90 per hour) of all graduates surveyed. In addition, program completers were least likely to be employed full-time (59.3 percent) and were least likely to be satisfied overall ($\underline{M}$ = 3.80/5.00) with program components (e.g., lecture/lab experiences, equipment, facilities and materials, job preparation, and labor market information).

Colleges responded that cosmetologists frequently are paid on commission, receive gratuities, or perform work outside their regularly paid employment, which may not have been reflected in the survey. Furthermore, while students employed in the northern part of the state may receive nearly three times the average salary reported, considerably lower income for cosmetologists in the southern part of the state is not out of line for wages in that area. Colleges contend that cosmetology training is viable for students even though wages are low. Working graduates help reduce the rate of unemployment in the district and locally spent wages benefit the economy.

Colleges suggested that students entering a career in cosmetology may not intend to work full time but prefer the flexible days and hours the occupation affords. A cosmetologist's hours are determined, to a great extent, by customers. Late afternoon and weekend appointments may not equate to 40 hours; however, these are primary employment hours for many cosmetologists. As a result, many cosmetologists consider themselves part time.

Colleges reported possible reasons for low satisfaction rates. In rural areas, students may be limited in their training by the types of services requested, the age of the patrons, and the number of customers available. However, a normal work day for a licensed cosmetologist may involve eight to ten customers, including providing services for several simultaneously. Consequently, the simulated experiences at college do not parallel normal occupational demands. Kaskaskia College has plans to address this by establishing internships in area salons for graduates. In addition, students planning to enter the program will have an opportunity for "job shadowing." Prospective students can observe the actual job duties of a licensed cosmetologist to get a realistic view of the work performed. Other colleges plan to improve their program by including computer training to enable students to track clinic inventory and income, for example.

Highland Community College's program review summary indicated that many entering students are both economically and educationally disadvantaged. The college is considering establishing specific academic entrance requirements in its cosmetology program to help ensure student success. Furthermore, the college established a successful cooperative venture involving high school students who take the program for high school credit through a regional vocational delivery system. Relationships among secondary schools, the Stephenson regional delivery system, and the college have been enhanced by this effort.

ENGINEERING-RELATED: Civil Engineering Technology

Number of Colleges Reviewing: **3**	Number improved: 4
Number of Programs Reviewed: **4**	Number discontinued: 0
	Number scheduled for further review: 0

The job outlook for Civil Engineers is positive statewide. Factors, such as the need to repair bridges and roads, expanding opportunities in wastewater management, and commercial and residential construction, contribute to job growth in this occupation. Civil engineering technicians will be needed to fill vacancies caused by early retirements within the Department of Transportation. Due to the state's budget crisis, greater numbers of openings may exist for technicians as opposed to more highly paid engineers. A new educational requirement to become effective for professional land surveyors in 1998 also is expected to spur enrollment growth.

Aggregate data from the 1992 follow-up survey showed a majority of students enrolled in Civil Engineering programs already were employed in the field. Their educational goal is to upgrade skills needed on the job. This results in a low number of program completers; nevertheless, enrollment in courses is relatively high. *HORIZONS* states that only 30 percent of the openings in this field are for new jobs. Employers prefer to hire applicants with specialized technical training and experience. This particular area of training is, therefore, not generally viable for program entry.

HEALTH: Dental

Number of Colleges Reviewing: **8**	Number improved: 8
Number of Programs Reviewed: **9**	Number discontinued: 0
	Number scheduled for further review: 1

Three types of dental service programs are offered by community colleges — Dental Assisting, Dental Hygiene, and Dental Technology. As a result of the occupational follow-up study, state-level review focused on Dental Technology.

Occupations in dental technology comprise only a small segment of jobs in the health services industry, and employment gains are weaker than for jobs in physicians' offices. Tasks involving cleaning and inspecting teeth comprise the bulk of work currently performed in dental offices. This is due to the reduced number of cavities per patient arising from the fluoridation of water, the emphasis on preventative dental practices, and increasing services for elderly populations. Therefore, needs exist for auxiliary personnel, such as dental assistants and hygienists, to provide lower-skilled services in preventative maintenance. If dental prepayment insurance plans become more widely available, the demand may increase. Until this occurs, consumers who cannot afford out-of-pocket expenses may cause dentists to reduce costs through employee layoffs.

Focused questions concerned data from the follow-up study, which indicated that just half of the respondents were employed full time. In addition, only 50 percent were employed in a related field. This occupation is predicted to experience slow growth through the year 2000. Local perspectives indicated that students may obtain entry-level employment after finishing one or two courses in the program. Working part time allows them to continue their education. This assumption is supported by follow-up study results, wherein 66.7 percent were enrolled in additional coursework. Graduates not employed as technicians making and repairing dentures, crowns, and bridges may work as sales and manufacturing representatives for dental products.

Changes in Occupational Safety and Health Administration (OHSA) standards concerning infection control and bloodborne pathogens are causing curricular revisions in dental programs. Examples of other changes include plans to address students' difficulty in completing communications requirements within the time limitations of the nine-month dental assisting certificate at Elgin Community College. The college facilitated students' applying for graduation by furnishing and processing the necessary forms within the department and taking cap and gown measurements in the classroom. A news release was prepared to celebrate the 25th anniversary of the program.

HEALTH: Diagnostic

Number of Colleges Reviewing: **15**	Number improved: 34
Number of Programs Reviewed: **36**	Number discontinued: 1
	Number scheduled for further review: 1

Jobs in diagnostic health care are often termed "indispensable." The need for skilled workers to aid in the diagnosis of disease is not likely to decline and, therefore, such jobs are not readily affected by the state of the economy. Population growth, particularly among those aged 50 and older who have a higher incidence of health-related problems, contributes to expanding opportunities for respiratory therapists. Workers with advanced technological skills will continue to be in demand as the process of diagnosis and treatment becomes more sophisticated.

A considerable amount of workforce training is conducted at community colleges through a plethora of diagnostic health care programs. Unique programs include Renal Dialysis Technology, Nuclear Medical Technology, Surgical Technology, Diagnostic Medical Sonography, Radiation Therapy Assisting, Emergency Service, Computerized Tomography, and Magnetic Resonance Imaging. Programs in Emergency Medical Technology-Ambulance or EMT-Intermediate/Paramedic, Radiologic Medical Technology, and Respiratory Therapy Technology are more common.

Radiologic Technology and Respiratory Therapy programs are offered by 21 colleges. Both instructional areas offer high-quality allied health training opportunities with excellent employment potential. These programs typically have high costs associated with them; however, colleges minimize these to the extent possible by utilizing the facilities and equipment at area hospitals.

In terms of program innovations, Black Hawk College realized that the majority of its students currently were employed. Accordingly, the college developed a responsive, practical approach to instruction by structuring the curriculum for part-time students. The respiratory technician certificate is designed as a two-year part-time program. Respiratory therapy training is a three-year associate in applied science (AAS) degree part-time program.

Emergency Medical Technology programs also were reviewed. Occupational demand for EMT workers is increasing as more and more communities acquire access to 911 services. Training in this field is intended for those already employed, since employment is a prerequisite for most training programs. Job stress and low wages will create additional vacancies beyond the 200 new job openings projected for Illinois, according to *HORIZONS*.

Focused questions were directed to colleges concerning these programs. It was noted that credit hours generated in EMT-Intermediate and EMT-Paramedic programs have increased approximately 500 percent in the past five years; yet the number of completers is very low. Colleges were asked to justify the need for the program as opposed to offering selected courses in these areas. In addition, Emergency Medical Technology graduates had low statewide response rates to the follow-up survey. Possible explanations were sought.

Despite low program enrollment and completion, colleges report that course enrollment is strong due to the increasing need for such services in local communities. At South Suburban College, course enrollment has tripled in the past three years as students seek to fulfill training requirements. Once course requirements have been completed, students receive certification from the Illinois Department of Public Health. Students perceive no particular advantage to obtaining a certificate of completion from the college. Thus, program completion rates are low.

Should only specific skills courses be taught in lieu of offering a degree or certificate program? Colleges generally concluded that programs should be kept intact. EMT programs are extremely cost-effective because they utilize community facilities and equipment. EMT curricula that parallels state certification requirements would help improve the likelihood of completers applying for graduation. Institutions, such as Southeastern Illinois College, are planning to discontinue graduation fees to encourage official graduation rates. Colleges also have the option of automatically awarding graduation certificates if the student passes state certification. Some institutions plan to offer the program on an occasional basis when demand is sufficient.

HOME & INSTITUTIONAL SERVICES: Food Worker/Culinary

Number of Colleges Reviewing: **3/16**	Number improved: 2/43
Number of Programs Reviewed: **3/45**	Number discontinued: 1/2
	Number scheduled for further review: 0/0

An analysis of trend data for food service programs showed that credit hours generated in Food and Beverage/Restaurant Operation have increased consistently since 1988. Additional revenue from tuition normally results in reduced overall costs; however, unit costs have progressively risen. While enrollments have been fairly constant, the number of completers has declined by

approximately 50 percent. Colleges were asked to respond to these occurrences. Feedback from institutions offering such programs indicated that it has been necessary to upgrade food service equipment to keep pace with industry standards, thereby contributing to higher program costs. Added expenses also result from increasing prices of commodities used in food preparation activities. A practice at some institutions is to share facilities with the college kitchen, thus minimizing the cost of facilities and equipment. Black Hawk College curtailed program costs by assigning one coordinator to both the culinary arts and baking program and the Hotel/Motel program.

In addressing the decline in the number of completions, Elgin Community College proposed that students do not apply for certificates because they do not consider certificate completion as "graduation." The college has responded by eliminating the graduation fee, performing a computer scan of student records, and notifying those who have met or nearly met certificate requirements. Moraine Valley Community College found that many students become employed before they graduate. Having met their goal of acquiring employment, they do not complete their course of study. Black Hawk College prescribed a three-tiered program of study to address the issue of completers. This permits students to take courses for a semester, obtain employment and continue to upgrade their skills. They subsequently complete the requirements for a certificate and then advance to an associate in applied science (AAS) degree.

William Rainey Harper College's program is aligned with the American Hotel/Motel Association's Rooms' Division Specialization Certification and both Harper and Black Hawk's programs correspond with the National Restaurant Association's Management Development Diploma Program. The NRA accreditation enhances the employment potential of graduates and can provide scholarship money for students.

Harold Washington College offers a food service sanitation program in partnership with the Chicago Department of Health. The program demonstrates how the college has responded to the needs of the community. Students who complete the curriculum are certified to serve food in Chicago's eating establishments as is required by the city's municipal code. To meet the diversity of its students, classes are offered in Chinese, Korean, and Spanish.

TECHNICAL WRITING

Number of Colleges Reviewing: 2	Number improved: 4
Number of Programs Reviewed: 4	Number discontinued: 0
	Number scheduled for further review: 0

Focused questions were addressed to the few colleges offering Technical Writing programs. College staff were asked to examine the ratio of completers to credit hours. Despite the large number of credit hours generated, few completers were noted. This prompted ICCB and IBHE staff to question the need for the program as opposed to offering selected courses in this area.

Rock Valley College's enrollment analysis showed that the number of majors doubled between fiscal years 1992 and 1993 and the number of credit hours generated increased from 582 to 705.

The majority of students enrolled in technical writing classes are already employed. A needs assessment survey performed by the college yielded results that most employers in the district are seeking applicants with four-year technical writing degrees. Job opportunities for applicants with technical writing skills are limited according to state employment service data, but all Rock Valley graduates have obtained related employment. Internships are used to enhance employability.

Black Hawk College reports that its program can be maintained at minimal costs because nearly every course can be used to satisfy other program requirements or electives. Furthermore, faculty teach other related courses so no specific instructional costs are attributed to this area.

Faculty at both institutions are members of the Society for Technical Communication, the world's largest organization of technical writers.

PROTECTIVE SERVICES: Fire Fighting

Number of Colleges Reviewing: **21**	Number improved: 39
Number of Programs Reviewed: **44**	Number discontinued: 1
	Number scheduled for further review: 4

Fire service administration programs show a low completion rate compared to the number of enrollments. Statewide, there were eight low enrollment programs in fiscal years 1991 and 1992. If students are completing selected coursework without being formally admitted to or officially completing programs, colleges were asked to consider whether degrees and certificates should be eliminated in lieu of offering specific courses. Colleges with pre-service clientele were asked to respond to evidence from the follow-up study that fire protection graduates were consistently less satisfied with the components of their programs.

Program review reports indicated that approximately 90 percent of the programs serve those already employed as fire fighting personnel. Information provided by colleges revealed that students often do not obtain college certificates because they are granted certification by the State Fire Marshall once required coursework has been completed. Numerous institutions have reacted by revising certificate curricula to include only courses required for state certification. Spoon River College surveyed local fire fighting agencies and, as the focused questions suggested, acted to withdraw their curriculum in favor of vocational skills courses. Other colleges plan to eliminate certificates in favor of degrees since employers in their districts indicate degree programs provide incentives for promotions and internal transfers.

In small communities, program enrollment may be low due to the lack of turnover of volunteer fire fighters; yet the instruction in fire fighting methods provides an important community service. Residents in Illinois Eastern Community College's district benefited from reduced property insurance rates as a result of the college's training program.

The quality of Fire Service programs is enhanced through the utilization of trained fire fighters as instructors. In addition, training occurs at fire stations using the most up-to-date equipment

and facilities. Thus, colleges incur minimal costs due to the structure of the programs. The most successful programs are those which work in close conjunction with advisory groups comprised of fire fighting personnel.

CONSTRUCTION TRADES: Construction Finishers and Managers

Number of Colleges Reviewing: **12**	Number improved: 14
Number of Programs Reviewed: **18**	Number discontinued: 4
	Number scheduled for further review: 0

Occupations included in this CIP code category are Building/Property Maintenance, Construction Inspection, and Construction Trades Apprentice. Follow-up study results from this group of respondents indicated that 38.5 percent were enrolled in further education related to their field. Two-thirds of these graduates held the same position upon program entrance as they did when they graduated. Statewide, there were six low enrollment programs within this CIP code. This occupation, therefore, appears to be aligned with those used mainly for job upgrading rather than job entry.

Training through apprenticeships is a common career path for construction managers. This age-old method of training provides technologically current on-the-job experience and instruction. A school-to-work program at Rock Valley College furnishes apprentice training for students in Construction Trades under the auspices of the Rockford Building Trades Council. The daily operation of the various programs is the responsibility of the Joint Apprenticeship Training Council and the various program coordinators. All apprentices are employed full time at a reduced rate of pay while enrolled. Upon completion of the training, the apprentice is qualified for journeyman's pay.

Belleville Area College also offers apprenticeship programs. Students who successfully complete the program receive certificates of completion from the U.S. Department of Labor's Bureau of Apprenticeship and Training. Completers experience considerable employment potential as evidenced by the program's 100 percent placement rate. Such examples provide confirmation of the importance of community colleges in providing workforce training to increase the number of qualified, skilled workers in their communities.

Academic Discipline Review

A survey of institutional requirements for general education conducted in May 1993 showed that 47 of 49 community colleges (94 percent) met the Illinois Community College Board model for the associate in arts (AA) degree and 46 of 49 colleges (92 percent) met the model for the associate in science (AS) degree. Institutions have worked diligently through faculty committees to bring degree requirements in line with the models. Current efforts by faculty and administrators in supporting the General Education Transferable Curriculum further demonstrate the system's commitment to the successful transfer of students.

In fiscal year 1993, 168 academic programs were reviewed. A common finding was considerable enrollment growth attributed to increasing numbers of transfer students. In addition, many colleges reported adding computer labs to enhance and upgrade instruction in various disciplines, including communications, social science, psychology, math, and science. Colleges sought means to afford upgrades by maximizing class size, increasing the number of part-time faculty, and reassessing faculty workloads.

Communications. Students in communications courses gain expertise in expressing and exchanging ideas through writing and speaking. Currently, six semester credit hours in English composition and three credit hours in speech are recommended in the Illinois Community College Board associate in arts and associate in science model degrees. Forty-eight of the 49 community colleges comply with the model requirement for this component.

As a result of the review of the communications disciplines, Parkland College determined the need to add a third computer classroom resulting in all sections of English 101 being taught in a computer equipped classroom. In addition, a recommendation was proposed to develop remedial speech courses and lab assistance for underprepared students. At many colleges, communication theory forms the basis for speech courses. Therefore, Richland Community College is considering establishing a prerequisite of English 101 for all speech courses to help assure student success.

Parkland College also reviewed its mass communications program and detailed numerous positive aspects of program. Journalism scholarships were developed to enhance recruitment efforts. In addition, increased articulation efforts with high schools, other community colleges, and senior institutions in the area also have helped spur enrollments. Two options of the program will be combined as a cost-saving measure.

Humanities and Fine Arts. Courses in the humanities or fine arts provide a historical, cultural, or aesthetic perspective of human experiences. Philosophy, religious studies, literature, history, and the history and appreciation of the visual and performing arts, as well as interdisciplinary courses, are typical of the types of study in this general education component. Nine semester credit hours from two or more areas are required in the ICCB model for the associate in arts and six semester credit hours are required for the associate in science. Forty-eight of the 49 colleges meet the AA model and 47 of the 49 colleges meet the AS model in humanities and fine arts.

Parkland College noted growing enrollments in religion and philosophy and the need to expand offerings into other fields. As a result, Business Ethics, Computer Ethics, and a telecourse on Ethics in America have been added. Elgin Community College has embarked on a venture to firmly establish a solid reputation for the college's music program and promote an appreciation of music throughout the community. Efforts include establishment of a student apprentice program with the Elgin Symphony, private instruction for students of all ages through the college conservatory, in-residence ensemble programs, clinics for high school students sponsored by the college's Jazz Ensemble, and other preparatory programs for pre-college students. The college is considering a potential partnership with Judson College to increase opportunities for students at each institution.

Foreign Language. Foreign language currently is not considered as a general education component unto itself; however, it is included in this report because college findings were noteworthy. Program reviews of foreign language disciplines provided information on the trends and importance of language study in the college curriculum. An increase in foreign language enrollments was attributed to the increasing global nature of business, economics, politics and the need to understand and relate effectively to other world cultures. Illinois Central College, the College of Lake County, and Triton College noticed the strongest enrollment gains in Spanish and German of the traditional languages. Enrollments in French made small or no gains and declining revenues were evidenced. The College of DuPage plans to revise conversational language offerings and convert them to seminar-based instruction.

Social and Behavioral Science. Courses in this area may include anthropology, economics, history, human geography, political science, sociology, and psychology. Illinois Community College Board model degree requirements include nine semester credit hours chosen from two or more areas for associate in arts degree majors and six semester credit hours from two or more areas for associate in science degree majors. All community colleges meet the AA model requirements and 47 of 49 colleges meet the associate in science model.

Prairie State College noted an enrollment growth of 54 percent in this discipline during the past five years. Waubonsee Community College plans to require a minimum reading level for all students enrolling in history courses beginning in fiscal year 1994. McHenry County College is incorporating computer-assisted technology into psychology courses and is expanding non-western and telecourse offerings in social science. Moraine Valley Community College noted enrollment increases in history, anthropology, and political science and significant decreases in economics.

Math. Three hours of math are required in the associate of arts model degree, and six hours are required in the associate of science model. All colleges meet the AA model degree requirements and 47 of 49 meet the AS model.

Parkland College noted an 88 percent increase in annual enrollments in math and a 98 percent increase in credit hours generated during the last five years. Increasing numbers of underprepared students taking remedial coursework attributed to much of this growth. Major initiatives planned to address this occurrence include administering an assessment instrument to all first-time math students with exceptions available to those who can demonstrate proficiency. In addition, advisement has been made more visible and accessible. Lincoln Land Community College reported standardizing midterm and final exams in all developmental math courses. Belleville Area College applied for a National Science Foundation grant which was tentatively approved for $41,000 with matching funds from the college for a total of $82,000. The funds will be used to develop a networked Macintosh computer lab with 20 workstations and two faculty office workstations. In addition, the college developed customized math courses for business and industry to address the need for quantitative literacy skills in the workplace.

Physical and Life Science. Academic disciplines in this area include life sciences, physics, general physical science and astronomy, chemistry, earth science geology, and physical geography. The Illinois Community College Board model degrees require six semester credit hours, including at least one laboratory science course, for the associate in arts degree and eight

semester credit hours with at least one lab science course for the associate in science degree. Forty-seven of 49 colleges comply with the AA model; 48 of 49 comply with the AS model.

Increased enrollments in science courses have been systemwide largely due to the concomitant growth of allied health programs in which biology is a requirement. Lewis & Clark Community College reported the combined growth of science programs was 40.6 percent, while overall college enrollment only increased 18.4 percent. Colleges have sought answers to difficulties with course scheduling, providing adequate facilities, and qualified faculty as a result. The need to keep science labs stocked with up-to-date supplies and equipment prompted Moraine Valley Community College to initiate a unique cost-saving measure. College departments requisition supplies at a specific time of year. Requests are aggregated using a computer database. Small and large companies bid on particular items or the total list resulting in the lowest possible price to the college. Triton College reported that shared courses in physics and chemistry with William Rainey Harper College have helped support evening offerings.

Adult Education Review

Almost 2 million, or nearly 24 percent, of Illinois' nine million adults have literacy skills in the lowest of five proficiency levels as defined in the *Illinois State Adult Literacy Survey Report* released in December 1993. The most literate of these could identify a specific piece of information in a simple newspaper story but were unable to perform a lower-level math problem unless the numbers already were in place and the operation specified. To substantiate the literacy problem in Illinois, statistics show that adult basic and secondary education constitutes 18 percent of the total community college enrollments.

Ten colleges reviewed their adult education programs. These reports described increased efforts aimed at better coordination with social service agencies, inclusion of students in more of the colleges' activities, upgrading technology in classrooms, improving student tracking, difficulties in obtaining data to support the validity of programs, and implementing satisfaction surveys to better determine whether student needs are being met. Triton College's adult education staff currently is 68 percent bilingual/bicultural. Both Triton College and Malcolm X College noted the difficulty in obtaining sufficient information about student outcomes. Lincoln Trail College designated an adult education faculty member as the college's Distinguished Instructor of the Year.

Black Hawk College developed a tech prep program to work closely with a Women in Technology grant program. This program is designed specifically to transition Adult Basic Education students into technical majors. Its goal is to provide prerequisite skills to GED candidates, older returning students, and underprepared high school graduates who may want to enroll in the college's technical curricula or obtain entry-level employment.

Academic and Student Support Services Review

Community colleges have witnessed dramatic changes in recent years in the role of support services. Increasing numbers of students from diverse backgrounds, educational levels, ages,

and life experiences rely on such services to reach their goals. Issues of accessibility and availability of information have prompted college libraries to develop cooperative collections, resource sharing and networking, support for multimedia instruction, and automated collections. Many libraries are involved in television-supported instruction. Others have opened their doors to the general public to provide an important community service. Such activities challenge libraries to be responsive and adaptable, despite shrinking resources.

Highland Community College computerized its library's circulation system in 1991. The college calculates it has saved over 72 hours of staff time per month in addition to improving the tracking of reserve and special materials. Overall, circulation has increased by an average of 42 percent each of the past three years. During fiscal year 1993, the college began an experiment of remaining open for an additional seven hours on Saturdays. It discovered over 90 percent of Saturday patrons currently are not Highland students, but the library chose to remain open to address the needs of district residents. Evidence of the advantages of membership in cooperative organizations, such as the Northern Illinois Learning Resource Cooperative (NILRC), also was detailed in the college's program review report. The college was fortunate to obtain free shelving that was no longer needed by Kishwaukee College. This resulted in a cost savings of $15,000. Other commendable efforts included the writing of a proposal to computerize a network among all community colleges in Illinois.

Crowding and noise had created a less than ideal study environment for students in Southeastern Illinois College's library. Therefore, six study coves consisting of tables, chairs, and partitions were constructed near the Learning Resource Center by a local craftsman. This effort resolved the problem by providing semiprivacy for groups of students to converse and study together. The college reports the study coves are heavily used.

The myriad of student services offered at community colleges are nearly as diverse as the students themselves. Student service programs noted an increasing need to dedicate additional staff and facilities to meet student needs. Parkland College's enrollment of international students rose 44 percent between fiscal years 1991 and 1992. Several institutions noted that the numbers of disabled students have doubled in just two to three years. This occurrence is expected to continue as students discover that postsecondary training is a necessity for survival in today's economy.

Testing services are on the increase due to colleges implementing mandatory placement testing policies for greater numbers of students. Increasing efforts in tracking and retention are occurring on every campus.

The numbers of students qualifying for various types of financial aid have escalated dramatically. Richland Community College reported that in the last five years the total amount of financial aid awarded has nearly doubled. Many colleges in similar situations have been unable to increase staff resources accordingly. By joining the U.S. Department of Education's Electronic Data Exchange Program, colleges can reduce processing time for financial aid applications. Corrections can be transmitted via modem and returned in hours instead of four to six weeks by mail.

The Higher Education Reauthorization Act specifies that students without a high school diploma or its equivalent may receive Title IV student financial aid only if they pass an assessment test which has been approved by the Secretary of Education. As a result, financial aid staff are called upon to counsel students regarding their ability to benefit. In addition, sources of financial aid have multiplied, creating the need for staff to be even more knowledgeable about such sources and any related federal regulations.

Recruitment goals delineated in fiscal year 1993 reports included the need to coordinate more closely among various college divisions. College recruitment which typically has been strongest with high schools has received an extra boost through tech prep programs. In this arena, high school students attend classes on campus and are able to apply skills for college credit. This facilitates the completion of postsecondary education and increases their competitiveness for jobs.

Colleges noted that student activities have evolved to allow students to exercise more responsibility and take advantage of greater opportunities for the development of leadership abilities. Illinois Central College reported an increased utilization of classroom knowledge and skills in both the programming of events and the operation of student organizations. In addition, student involvement increased on the local, state, and national level through competition events of various organizations.

In the area of student athletics, Moraine Valley Community College eliminated an assistant football coaching position. Funds released as a result were used to hire a part-time academic advisor to work with increasing athletes' academic success.

Conclusion

The Illinois community college system has embraced many initiatives to demonstrate its dedication to quality and student success, establishing its credible place in higher education. One initiative enacted ten years ago is still enabling colleges to provide the education and services that America needs in preparing its workforce for today and tomorrow. This initiative is the program review process, a systematic means to evaluate and improve or eliminate programs. In fiscal year 1993, 613 occupational, 168 academic, 81 student and academic support service, 10 adult education, and 44 other programs were reviewed. The program review of occupational programs resulted in improvements to 550 programs. Thirty-six or 6 percent of the 613 programs were identified for withdrawal.

As part of the occupational program review, colleges were asked to provide local perspectives to state-level questions on specific program areas. Responses demonstrated the commitment institutions have toward their students in the type, quality, and relevance of instruction offered. More often than not, in the occupational areas surveyed, it was found that students tend to enroll in courses to upgrade their skills. In business, colleges have revised administrative and secretarial programs to offer specialized training opportunities that students need and employers request. Staff employ a variety of means to inform students of the advantages of specialized training.

In the area of consumer service, colleges were asked to respond to cosmetology graduates' low

wages, less than full-time employment status, and low satisfaction rates with instructional programs. Colleges responded that cosmetology graduates' earnings may be low, but hourly rates fail to take into consideration commissions, gratuities, or moonlighting. Despite the low wages, cosmetologists help reduce the rate of unemployment and locally spent wages benefit the economy. Colleges contend that cosmetologists who are not employed full time may prefer fewer hours or may have their hours determined by peak times in which customers tend to schedule appointments. Several ideas were proposed to help improve the low satisfaction rates reported on the 1992 follow-up study report.

Focused questions were addressed to colleges with dental laboratory technology programs. Only half of the program graduates who responded to the follow-up study were employed full time and only 50 percent were employed in a related field. Responses indicated that students may obtain entry-level employment after finishing one or two courses in the program. Part-time employment provides income to enable them to continue their education. Some graduates have found work in the sales and manufacture of dental products.

Colleges also were asked to respond to focused questions concerning Emergency Medical Technology programs. A rationale for dramatic increases in credit hours but low numbers of completers was sought. It was reported that students receive certification from the Illinois Department of Public Health and, therefore, perceive no particular advantage to obtaining a certificate of completion from the college. Colleges responded by tailoring curricula to state certification requirements and several eliminated graduation fees. The low cost of EMT programs prompted most institutions to recommend that programs be maintained rather than eliminating them in favor of specific skills courses.

Technical writing programs were included in the list of state-level questions. Again, colleges were asked to consider the advisability of discontinuing programs in favor of offering selected courses. Courses comprising technical writing curricula often are used to satisfy other program requirements or electives. Because of this, and the fact that faculty teach other related courses, program costs are minimal. The few colleges offering such programs report that students are successful in obtaining employment. The consensus was to keep programs intact.

An emphasis on quality instruction was evidenced in the academic discipline reviews. Ninety-four percent of community colleges meet the Illinois Community College Board models for the associate in arts degree and 92 percent meet the model for the associate in science degree. Colleges noted enrollment growth in academic areas due to increasing numbers of transfer students. Computerized instruction is being implemented across the curriculum. Numerous innovations in teaching and learning, internationalizing the curriculum, addressing student needs, and strengthening the concept of "community" were conveyed. Many institutions described effective means to increase productivity and reallocate scarce resources in order to improve instruction.

Reviews of adult education programs described the challenges faced by institutions in responding to the needs of 24 percent of the state's population which is illiterate. Nearly one-fifth of the students in community colleges are enrolled in adult education. Colleges noted increased efforts to coordinate services with other agencies, to provide more seamless articulation experiences for students, to improve tracking, and to institute methods to measure levels of satisfaction with the programs to ensure that student needs are being met.

Academic and student support service program reviews provided evidence of the profusion of activities being initiated and strengthened at community colleges to support instruction and assist students in reaching their goals. Significant changes through the use of technology and networking have enabled libraries to improve the access and availability of information. The increasing diversity of students and advancements in technology have impacted the manner in which students are recruited, enrolled, tested, and awarded financial aid.

The results highlighted in the previous pages demonstrate the system's efforts toward accountability and quality of programs and services. Program review reports confirm that community colleges are proactively addressing issues of program and institutional effectiveness and effectively meeting the needs of students and business alike.

Illinois Community College Board
Table 1
PROGRAMS REVIEWED BY COMMUNITY COLLEGES
DURING FISCAL YEAR 1993

District/College	# of Occupational Programs Reviewed	# of Academic Programs Reviewed	# of Adult Education Programs Reviewed	# of Student Services Programs Reviewed	# of Academic Support Programs Reviewed	# of Other Programs Reviewed
Belleville	50	4	0	3	0	1
Black Hawk	32	2	1	1	0	2
Chicago						
Daley	7	0	0	1	1	1
Kennedy-King	3	0	0	2	0	0
Malcolm X	3	3	2	0	0	0
Olive-Harvey	6	1	0	4	2	5
Truman	4	1	0	4	1	0
Washington	24	3	0	1	4	3
Wilbur Wright	10	27	0	0	0	3
Danville	9	0	0	2	0	1
DuPage	16	7	0	1	1	3
Elgin	53	2	0	0	1	0
Harper	14	4	0	1	4	5
Highland	1	0	0	0	2	0
IL Central	1	2	0	1	0	0
IL Eastern						
Frontier	8	0	1	0	0	2
Lincoln Trail	3	0	1	0	0	2
Olney	2	0	1	0	0	2
Wabash	1	0	1	0	0	2
IL Valley	4	0	0	0	0	1
Joliet	9	0	0	3	2	1
Kankakee	9	4	0	0	1	0
Kaskaskia	11	2	0	0	0	0
Kishwaukee	22	0	0	1	0	0
Lake County	13	9	0	1	0	2

Illinois Community College Board
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PROGRAMS REVIEWED BY COMMUNITY COLLEGES
DURING FISCAL YEAR 1993

District/College	# of Occupational Programs Reviewed	# of Academic Programs Reviewed	# of Adult Education Programs Reviewed	# of Student Services Programs Reviewed	# of Academic Support Programs Reviewed	# of Other Programs Reviewed
Lake Land	13	5	1	2	0	0
Lewis & Clark	5	2	0	1	0	1
Lincoln Land	13	6	0	0	1	0
Logan	5	0	0	1	0	0
McHenry	7	2	0	0	2	0
Moraine Valley	18	7	1	4	3	0
Morton	11	0	0	1	0	0
Oakton	10	3	0	1	3	0
Parkland	16	12	0	1	2	0
Prairie State	7	1	0	0	0	0
Rend Lake	9	0	0	1	0	0
Richland	3	4	0	3	0	2
Rock Valley	14	0	0	2	0	0
Sandburg	9	0	0	0	0	0
Sauk Valley	15	2	0	0	2	0
Shawnee	11	0	0	0	0	0
Southeastern	19	3	0	2	1	0
South Suburban	7	0	0	0	0	0
Spoon River	8	4	0	0	0	0
State	23	5	0	0	0	0
Triton	55	34	1	2	0	1
Waubonsee	11	7	0	0	0	3
Wood	9	0	0	1	0	1
TOTALS	613	168	10	48	33	44

Illinois Community College Board
Table 2
SUMMARY OF FISCAL YEAR 1993 REVIEWS OF
OCCUPATIONAL PROGRAMS BY COLLEGE

District/College	Number of Programs Reviewed	Number Continued with Minor Improvements	Number Significantly Modified	Number Scheduled for Further Review	Number Identified for Elimination
Belleville	50	35	15	0	0
Black Hawk	32	32	0	0	0
Chicago					
Daley	7	0	7	0	0
Kennedy-King	3	0	3	0	0
Malcolm X	3	2	1	0	0
Olive-Harvey	6	0	6	0	0
Truman	4	0	4	0	0
Washington	24	17	5	0	2
Wilbur Wright	10	10	0	0	0
Danville	9	9	0	0	0
DuPage	16	16	0	0	0
Elgin	53	12	35	0	6
Harper	14	5	9	0	0
Highland	1	0	1	0	0
IL Central	1	1	0	0	0
IL Eastern					
Frontier	8	3	1	0	4
Lincoln Trail	3	1	0	0	2
Olney	2	0	2	0	0
Wabash Valley	1	1	0	0	0
IL Valley	4	2	2	0	0
Joliet	9	3	0	6	0
Kankakee	9	2	7	0	0
Kaskaskia	11	11	0	0	0
Kishwaukee	22	22	0	0	0
Lake County	13	6	3	3	1
Lake Land	13	3	10	0	0
Lewis & Clark	5	3	2	0	0

Illinois Community College Board
Table 2
SUMMARY OF FISCAL YEAR 1993 REVIEWS OF
OCCUPATIONAL PROGRAMS BY COLLEGE

District/College	Number of Programs Reviewed	Number Continued with Minor Improvements	Number Significantly Modified	Number Scheduled for Further Review	Number Identified for Elimination
Lincoln Land	13	11	1	1	0
Logan	5	5	0	0	0
McHenry	7	0	5	0	2
Moraine Valley	18	17	0	1	0
Morton	11	7	0	1	3
Oakton	10	10	0	0	0
Parkland	16	16	0	0	0
Prairie State	7	0	7	0	0
Rend Lake	9	3	5	0	1
Richland	3	3	0	0	0
Rock Valley	14	12	0	2	0
Sandburg	9	4	4	0	1
Sauk Valley	15	12	2	0	1
Shawnee	11	8	0	0	3
South Suburban	7	4	3	0	0
Southeastern	19	6	10	2	1
Spoon River	8	6	1	0	1
State	23	19	0	0	4
Triton	55	0	52	0	3
Waubonsee	11	1	9	0	1
Wood	9	9	0	0	0
TOTALS	613	349	212	16	36

NOTE: In some cases, programs from prior years' reviews were discontinued and were counted in column 6. In other cases, a program may have been modified and scheduled for further review.

Illinois Community College Board

Table 3

OCCUPATIONAL PROGRAMS ELIMINATED
THROUGH PROGRAM REVIEW IN FISCAL YEAR 1993

District/College	Program Title	CIP
Chicago Washington	Mid-Management degree, certificate	520201
Elgin	Electronic Data Proc. Operator cert. Human Services certificate Industrial Maintenance degree Savings & Loan degree, 2 cert.	521205 200202 470303 080401
IL Eastern Lincoln Trail	Cosmetology Food Services Tech	120403 120503
IL Eastern Frontier	4 Emergency Preparedness cert.	510904 430301 430203
Lake County	Production Mgmt. Tech. degree	520205
McHenry	Industrial Management degree Industrial Supervision cert.	520205 520205
Morton	Electronic Tech. degree, 2 cert.	150303
Rend Lake	Construction Mgmt. Tech. cert.	460401
Sandburg	Building Maintenance	460401
Sauk Valley	Food Preparation & Service cert.	120503
Shawnee	Dietetic Assistant certificate Cosmetology degree Building. Mtnce. degree	200404 120403 460401
Southeastern	Industrial Maintenance certificate	460401
Spoon River	Welding certificate	480508
State	Construction Management Tech. certificate, degree Fire Science degree, certificate	062001 430201
Triton	Mail & Delivery Service degree Transportation & Dist. Mgmt.	520201 080709
Waubonsee	Floor Covering	460405